

PARTNERSHIP SCHOOLS KURA HOURUA READINESS REPORT: confirmed June 2015**Te Kura Māori o Waatea**

Mangere, Auckland

MoE profile number 716

BACKGROUND

The Ministry of Education commissioned the Education Review Office (ERO) to help determine the readiness of Te Kura Māori o Waatea to operate effectively as a school in 2015.

Te Kura Māori o Waatea is one of four Partnership Schools Kura Hourua (PSKH) established in New Zealand during the second round of this initiative. These schools are a new type of school within the existing network designed to bring together the education, business and community sectors to provide new opportunities for students to achieve educational success.

ERO recognises that these schools have been given flexibility about how they operate and use funding to deliver school-specific targets. Clearly specified targets for student achievement, student engagement, enrolment of priority learners and financial reporting are specified in each PSKH's contract with the Crown.

Terms of reference

The MOE asked ERO to:

- focus on the systems and procedures necessary for Te Kura Māori o Waatea to open smoothly in 2015
- identify what is in place and its suitability, what is planned, any gaps and whether the plan is achievable
- identify (as near as possible) priority areas to be addressed
- recognise that many procedures and systems will be in the process of being developed and look for evidence that the school is aware of the need and has a planned timeframe to develop them
- seek evidence that the national priorities and all applicable guidelines provided by the Ministry, have been considered.

METHODOLOGY

ERO met with the sponsors, school management team, local MoE advisors and school staff over time to determine the school's readiness to open. The process to evaluate the readiness of this school has been tailored to the particular circumstances and progress of the school.

Interim progress was reported to MoE in December 2104.

Visits to the school in 2015 have focused on observations of the programme in action, including discussions with students. Evidence was gathered to verify that timely and appropriate steps have been taken to prepare the school to operate effectively. The matters detailed in the appendix to this report, the readiness profile, have been discussed with school management and the sponsors.

FINDINGS

Te Kura Māori o Waatea is sponsored by Manukau Urban Māori Authority (MUMA). The kura is based at Waatea marae in Mangere, and forms part of a complex of pan-tribal community provision that also includes Whanau Ora, an early childhood centre, a radio station and an undertaker. Te Kura Māori o Waatea currently operates out of the marae buildings. A complex of classrooms will be ready for use in 2016.

MUMA's vision is for a kura that supports learners and their whānau to develop a love of learning that will provide pathways into future success and to promote achievement. The kura is a key part of MUMA's strategy to stimulate active involvement in the life of the marae and the wider community. MUMA and the principal have a good understanding of the complexities of the lives of their students and whānau, and are deeply committed to finding ways to serve learners and their families well.

There are currently 40 students from Years 1 to 4. A further 20 students are due to make the transition to the kura from the adjacent early childhood centre during the year. The principal is confident of meeting the contractual obligation to enrol 60 students by the end of the year. All students are Māori.

Staffing is in a state of flux. There were three teachers appointed, the curriculum manager and two teachers. The founding curriculum manager has left the kura for personal reasons and intends to return at the end of 2015. The most senior of the two classroom teachers will take responsibility for curriculum and assessment but is likely to need significant support in this work. The principal is aware that there is some urgency in developing an appropriate curriculum and appropriate assessment practices.

The students learn in two groups, Years 1 to 2 and Years 3 to 4, in separate classrooms. Support staff provide lessons in the arts. Teachers have explored ways to make their teaching practice and the classroom environment inviting for students, and to incorporate some elements of Steiner practice. Students report that they value the teachers' use of te reo Māori.

Partnership with whānau lies at the heart of this teaching and learning model. Parents have been keen to attend parent evenings and to take part in school activities. Personal communication with whānau is valued by both parties.

The kura is governed by a highly experienced board, with demonstrated strengths in management and business. The sponsor's vision is very clearly focused on an innovative model based on raising the achievement of learners who are at high risk of poor outcomes. The principal has established good processes for planning and reporting to the board. She is aware of the challenges currently faced and has addressed some matters very effectively.

However, many of the matters that ERO identified in December 2014 have still to be addressed. These relate primarily to curriculum leadership, and need to be addressed with considerable urgency.

They include:

- designing a curriculum that is consistent with the sponsor's vision
- professional learning and development to support teachers' capability to deliver the curriculum
- ensuring the appropriate assessment regimes are in place to enable teachers to provide valid and reliable reporting on student progress and achievement against the National Standards or Nga Whanaketanga
- implementing an enrolment policy that is open to all including learners with special needs.

School leaders are aware that there are challenges to address in building an innovative model of education. They are planning to seek professional support in developing the curriculum and providing teacher induction. This development is critical for future success.

Priority areas to be addressed

ERO and the principal identified further key areas to be addressed urgently in order to provide good quality learning outcomes for students. They include:

- building shared understanding of expectations of teachers to develop programmes that will engage students and promote accelerated progress
- developing curriculum documentation to give clear guidance and direction for teaching and learning
- supporting teachers to assess and evaluate students' progress and achievement
- using student achievement information to inform teachers' planning
- establishing processes for reporting student progress in relation to the National Standards/Ngā Whanaketanga to parents, the sponsor and MoE
- providing sufficient resources to support good quality learning programmes for students including reading material and access to ICT.

ERO considers that the kura should urgently seek external support to ensure it is well positioned to meet its contractual obligations and agreed targets for student achievement.

Appendix: Readiness Profile

Te Kura Māori o Waatea

Matters to address		comment if applicable
The vision and direction for the school is developed and reflected in documentation for the school.	Needs development	The vision and direction of the kura is established. The focus is on whānau engagement to support students to achieve. The next step is to make sure that this vision is clearly evident in all documentation and strategies for engaging whānau and accelerating achievement are at the forefront of school curriculum planning and practice.
Planning and practices show responsiveness to the needs of Maori students, Pasifika students, and students with special education needs.	Needs development	Clear focus on supporting Maori learners and their whānau. However, need to be willing and able to provide for special needs.
Processes for planning and reporting, and self-review are being developed.	✓	The kura has developed good processes for planning and reporting to the board. They are developing self-review processes.
Processes are to ensure students settle effectively into the new school have been developed and are being implemented.	✓	Students are settled in class. Parents are invited to participate in classes.
Systems for assessing, analysing and reporting on student achievement are being developed.	Needs development	External support has been used to assess students. Principal and teachers are learning about assessment tools and processes. Principal has identified this is an area for ongoing development.
A set of key policies and procedures are in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed.	✓	Appropriate policies and procedures are in place or being developed.
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	✓	Board is experienced in governance. Principal reports to board against their legal obligations.
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff.	Needs development	Education vision has not changed but practicalities about how to do it remain poorly understood. Principal has identified this is an area for development.

A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens.	Needs development	Kura has developed basic foundations for its curriculum. It does not yet provide clear direction and guidelines for teachers to develop 7 implement teaching and learning programmes.
The school is staffed appropriately to provide the desired programme and staff induction is planned	Needs development	Kura has employed registered teachers.
Performance management systems for staff are being developed	Needs development	A process is being developed. It does not as yet support teachers to maintain or complete their teacher registration, or to improve their practice.
A disputes procedure has been developed	✓	Disputes process is in place
Effective systems are in place to monitor student engagement, including a student management system.	✓	Using Assembly as the SMS. Care taken to ensure student safety.
An enrolment scheme and enrolment procedures are in place, (noting that the school has a maximum roll as referred to in Schedule 3 of the Contract), and they must adhere to the “open for all” enrolment policy whilst targeting priority learners.	✓	All students are Māori. Many are not affiliated to the marae and are drawn from the wider community. Principal is confident of reaching guaranteed minimum roll by end of year.
Policies and procedures for managing school finances and a draft budget for 2015 are in place	✓	Kura management has experience at governance level and good frameworks are in place.
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ICT.	Needs development	More resources needed, particularly in reading and ICT to support programme intentions.
There is a plan for the operation and maintenance of the school premises.	✓	Kura currently operating out of marae buildings. 4 new classrooms are planned for the start of 2016. MUMA is the umbrella organisation for marae and kura.